

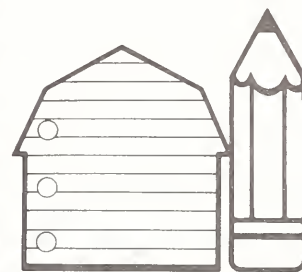
Historic, archived document

Do not assume content reflects current scientific knowledge, policies, or practices.

Ag in the Classroom

Notes

United States
Department of
Agriculture



A bi-monthly newsletter for the Agriculture in the Classroom program. Sponsored by the U.S. Dept. of Agriculture to help students understand the important role of agriculture in the United States economy. For information, contact: Shirley Traxler, Director, Room 234-W, USDA, Washington, D.C. 20250. 202/447-5727

March/April 1988
Vol. 3, No. 3

Celebrate Agriculture!

In recognition of the men and women whose hard work and dedication give us the most abundant, highest quality food and fiber supply in history, March 20th, Ag Day, has been set aside for "Honoring America's Providers."

The day opens the festivities of Agriculture week, which will be celebrated in communities, cities and state governments across the nation. Secretary of Agriculture Richard E. Lyng is the honorary chairman of the event, which has been observed since 1973.

A specially commissioned poster by artist Bart Forbes will commemorate this year's observance, with a life-sized reproduction featured in a display on Capitol Hill during Ag Week.

To help you celebrate Ag Day, here is a list of questions to test your knowledge of agriculture:

continued on page 3



Artist Bart Forbes' poster captures the essence of this year's theme for Ag Day, "Honoring America's Providers."

Picture Perfect Ag Books!

"A lot of times I'm writing to the child in myself," says Dorothy Hinshaw Patent, author of over 25 non-fiction books for children. Her stories about barnyard animals and the very important jobs they perform entertain and educate children at the same time. Four of Patent's books are listed in the *Ag in the Classroom Library Guide to Books About Agriculture*.

A zoologist by training, Patent combines her love for children and animals in her stories. Through simple, easy-to-read language and charming photography by William Munoz, she creates endearing characters out of the most ordinary farm creatures.

Patent began her writing career in 1971 with a
continued on page 7

The Sheep Book



A few of Dorothy Hinshaw Patent's favorite "characters" strike a pose for the cover of one of her farm animal books.

From the Director

Dear Readers,

The Ag in the Classroom National Conference will be June 5-7, 1988, at the Capitol Holiday Inn, 550 C Street, SW, Washington, D.C. If you plan to attend, please return the registration form included in this newsletter.

This year's conference theme, "Educating for the 21st Century," will remind attendees that today's kindergarteners will be graduating from high school in the next century.

Registration begins on June 5 at 2:00 p.m. The first session will be at 3:00 p.m. for state contacts, followed by a workshop for newcomers.

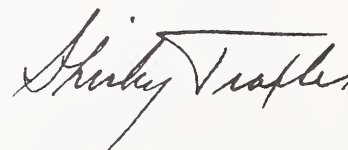
On the following day and a half, there will be workshops and roundtable discussions, and you

will be able to learn about what's going on in Ag in the Classroom around the country by visiting exhibits and talking with your counterparts from other states.

The conference will end at 1:30 p.m. on Tuesday, June 7. You may want to stay over an extra day to do some sightseeing or to visit your members of the House and Senate on Capitol Hill.

We hope to see you at the conference!

Yours truly,



Shirley Traxler

Oklahoma AITC Gains Momentum



"Everything begins with the land," is Oklahoma Ag in the Classroom's theme, and from that single idea, a full-fledged program has grown.

While AITC efforts in Oklahoma originally began in 1983, it has been within the past year that the program has blossomed. With assistance from Oklahoma State University, 4-H and the Cooperative Extension Service, AITC Coordinator JoDahl Theimer is prepared for a busy spring. "It's just getting to the point now when it's going to snowball on us!" she says of the program's appeal.

Theimer got an indication of AITC's popularity when she set up a booth at a teachers' convention last fall. Over 100 teachers signed up to participate in a pilot program for first, third and fifth grades.

The classroom lessons are in the form of activity sheets, explained Theimer. The sheets are cross-referenced and organized in a file box for easy use. A teacher's guide accompanies the lessons. Currently, Theimer is sending out evaluations for the pilot program, with results expected back in April. Spring 1989 is the scheduled release date for the curriculum, which will eventually be expanded to all 12 grades.

Oklahoma AITC will take its show on the road in May, where Theimer and others will be the featured speakers at a principals' convention. They have also been visiting with commodity groups and women's organizations in an effort to find sponsors for materials and activities.

Registration for 1988 AITC National Conference

If you plan to attend the 1988 Ag in the Classroom National Conference, please complete this form and return it to:

Heritage Travel Conference Service
985 L'Enfant Plaza SW
Washington, D.C. 20024
Attention: Beatina Coe

Name _____

Telephone _____

Address _____

Please enclose with this form your payment of \$50 to cover conference costs, including lunches on June 6th and 7th. Make check or money order payable to Heritage Travel Conference Service.

(If you are sharing a room, please submit only one reservation.)

Check one of the following:

Single: 1 person — \$75.00 ☐ Double: \$90.00 ☐

All reservations must be accompanied by a one-night deposit in the form of a check, or the following credit card information:

Credit card: Name _____

Number _____

Expiration date _____

Your signature _____

Reservations must be made by May 6, 1988. If you need assistance with travel arrangements, call Heritage Travel, toll-free, at: 1-800-626-5200.



Celebrate Agriculture!

continued from page 1

1. Which foreign country, in terms of dollar amount, purchases the most agricultural products from the U.S.?

- A. Japan
- B. Russia
- C. Egypt
- D. Mexico

2. A large Red Delicious apple costs 59 cents in the U.S. What would a large Japanese apple cost in Japan?

- A. \$.50
- B. \$3.00
- C. \$10.00

3. The U.S. is the world's largest exporter of farm products. How much of the U.S. food production is being sold to other countries? (1985)

- A. 15%
- B. 25%
- C. 50%
- D. 75%

4. Which product makes up the largest amount of food aid that we supply to poor countries as emergency assistance?

- A. wheat
- B. dried beans
- C. milk
- D. potatoes

5. What is cassava?

- A. a rug
- B. a plant
- C. a fish
- D. an animal

6. A Brazilian farmer/rancher produces enough food and fiber for 4 people. American farmers are more efficient. One American farmer/rancher produces enough for:

- A. 20 people
- B. 40 people
- C. 92 people
- D. 114 people

7. U.S. farmers grow much more of one kind of vegetable than any other. It is:

- A. Tomatoes
- B. Potatoes
- C. Spinach
- D. Green peas

8. How many quarts of milk does an average dairy cow produce in her lifetime?

- A. 5,000 quarts
- B. 32,000 quarts
- C. 45,000 quarts
- D. 140,000 quarts

9. What is the difference between a brown egg and a white egg?

- A. The color
- B. Brown eggs take longer to cook
- C. White eggs are more nutritious
- D. Brown shells break easier than white

10. How many days does it take for a chicken egg to hatch?

- A. 7 days
- B. 12 days
- C. 21 days
- D. 30 days

5. B	6. C	7. B	8. B	9. A	10. C
Answers	1. A	2. B	3. D	4. A	

Vermont Teachers Get a Taste of the Dairy Industry

After attending a series of after-school Ag in the Classroom workshops, teachers in Caledonia County, Vermont, have a good idea of what happens after the cow is milked.

This past winter, AITC's three-part dairy workshop gave elementary school teachers the opportunity to learn about everything from herd management to cheese production. The workshops included two field trips—to a dairy farm and a creamery—as well as a presentation about nutrition by the Vermont Dairy Council.

"The reaction to the workshops has been very positive," says Tim McKay of Vermont's AITC Local Action Board. "In fact, many of the teachers who participated are planning student field trips for the spring."

McKay says more local workshop programs are on the agenda. The next area to be covered will be

maple sugaring, which will include trips to local sugar production houses. "I think the local approach to teacher training has worked well here. It's an easy way to get things done, to get teachers and ag professionals together."

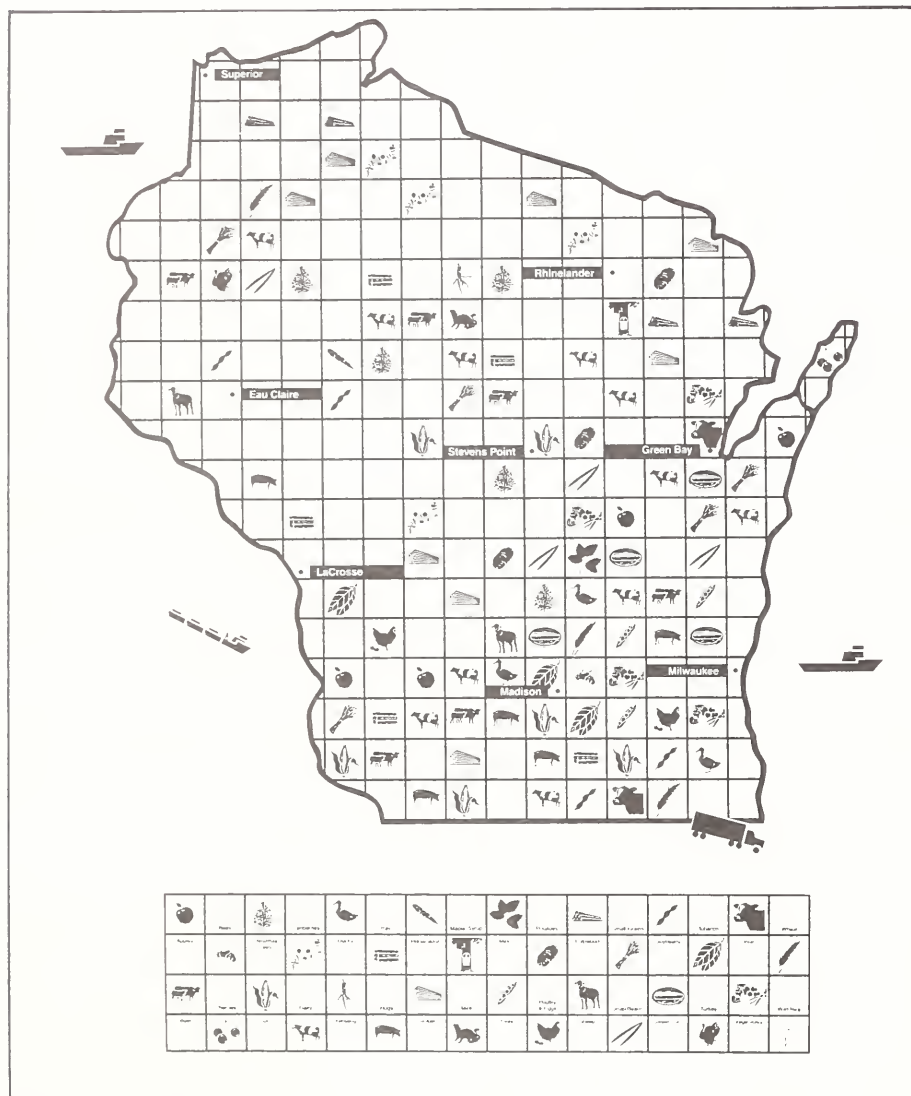
Michelle Green was one of the teachers who had a chance to learn from some of Vermont's ag professionals. "It's a fantastic thing for a teacher to watch another professional at work. And the dairy farmers we met really appreciated our interest."

"All of the teachers who attended the dairy workshops live in a rural area. We drive by farms every day, but it doesn't compare to visiting the farm and interacting with the farmers. There are so many things to learn. This kind of workshop makes it easier to stand before a classroom and teach students about agriculture."



Wisconsin Ag Poster a Top Commodity

A new agricultural products poster is getting rave reviews from teachers and students throughout Wisconsin. "Teachers were telling us they needed



Wisconsin Agricultural Products' poster

more materials about our state, so we produced the 'Wisconsin Agricultural Products' poster," explains Anna Maenner, executive administrator of the Wisconsin Agri-Business Council.

The free, full-color poster was recently distributed to every elementary school in Wisconsin. The poster features a grid-pattern breakdown of the state's top 32 ag products, giving students a geographical perspective of Wisconsin agriculture. "Teachers love the poster because it is a map. They can refer to it when they're teaching many subject areas.

“To make the poster a complete educational tool, we also developed a lesson plan,” Maenner adds. The plan includes activity sheets, puzzles and questions designed to encourage students to study the poster, and to think about the challenges today’s farmer must face.

Maenner has been presenting the poster and lesson plan to schools throughout the state and says the response has been enthusiastic. "The children were very excited about the poster, and they asked me some surprising questions, like why we use pesticides, how a cow produces milk, and how ginseng is used. It was also interesting to see the students relate agriculture to geography. They would look at the poster and recall driving by mint and corn fields in the corresponding areas of the map."

Production and distribution of the poster was funded through corporate donations. "Community response has been very positive," Maenner says. "Many companies have helped to get the project off the ground. In fact, we're now urging companies to display the poster so the general public can be exposed to agriculture too. It's an excellent way to rekindle Wisconsin pride!

"I hear that other states are considering producing this type of ag products poster, and I hope ours will serve as an example."

Wisconsin Spreads Resources Across State

A new ag student activity packet, designed for third through fifth grade teachers, may never make it through Wisconsin's post offices. But in this case, that's good. Thanks to state AITC volunteers, teachers are receiving the packets *in person*—after they attend a workshop.

State contact Tom Lochner believes that distributing the lesson plans through teacher training is the best way to go. "We don't mail them out. Instead, our local Farm Bureau ag volunteers contact schools and set up workshops to present

the materials." He says the workshops usually last one to two hours. "We even hold training workshops at teachers' conventions."

The activities presented in the packet are based on concepts which cover such areas as agriculture's relationship to human needs, the environment and technology. Specific information about Wisconsin's agriculture is included in many of the activities.

Lochner reports that teachers appreciate the materials. “The lessons cover the topics teachers



Spotlight

Dairy Farmer Strips Down to Ag-ed Basics

It isn't every day an ag volunteer puts on a "fashion show" before a classroom of fourth graders. Unless, of course, that volunteer happens to be Wisconsin dairy farmer Ilona Hansen.

"Recently, I agreed to present a Wisconsin commodities slide show to a local school," Hansen recalls. "I wore a big pair of bib overalls and a big straw hat, with my regular clothes underneath. I asked the students if I looked like a farmer, and they immediately said yes without question."

"Suddenly, I threw off my hat, and it sailed across the room. I took off my overalls and revealed my preppy outfit underneath. The students were surprised to see that I was dressed just like them."

Hansen says her goal was to show the students that farmers are people just like everyone else. "The students really understood my point. After the slide presentation, some of the children came up to me and said things like, 'I didn't know farmers could be cool.'"

Hansen does more for Wisconsin Ag in the Classroom than dispel stereotypes. As part of the distribution plan for the Farm Bureau's student activities packet (see story below), she helps set up teacher training sessions throughout LaCrosse County. "The teachers are very receptive to the materials and the training sessions. Typically, we hold annual luncheons and focus on fourth grade teachers. But, first, second and third grade teachers show interest in our program too."

"I also enjoy helping teachers on an individual basis," Hansen notes. "A local teacher once needed assistance for a week of lessons. I contacted five different farmers who produce commodities that are representative of Wisconsin. One farmer came in per day, so the students learned new information throughout the week. It was a great experience for them."

As a volunteer, Hansen has a unique perspective on familiarizing students and teachers with agriculture. "I grew up in a city. I didn't even see a cow up close until I was 19 years old. And I had contact with Philadelphia kids who knew less about agriculture than I did! When I moved to the farm, I remembered the kids in Philadelphia. I knew what was missing."



Ilona Hansen

"The teachers are very receptive to the materials and the training sessions."

"Teaching others about agriculture has been a natural progression for me," she concludes, "because I know both sides."

have been asking us to cover. Everything is flexible and self-contained, so they can pick and choose.

"The packet also provides a good foundation for extended programs, and features a resource guide of other national and state ag materials," Lochner adds.

Also included in the packet is a self-addressed postcard, which enables teachers to send away for more resources, a poster, and information about field trips and farmers who visit classrooms. "The postcards help us develop a mailing list of teachers who use the packet. We plan to use this list to update interested teachers about the latest ag

resources," Lochner says.

Wisconsin Ag Resources a Hit in Urban Area

Adoption of the new student-activity packet by the Milwaukee school system indicates the packet's high quality. "We presented the activities packet to Milwaukee, and they accepted it. This is the very first time Milwaukee has ever adopted outside materials for use by all of their schools."

According to Lochner, the packet has already reached about 15 counties, and more distribution workshops are being planned.



Farming Techniques of the 1700's

When the ink was still drying on the Constitution two centuries ago, 9 out of 10 Americans were, so to speak, working in the same field—agriculture. But even though most Americans shared the same occupation, farming techniques often varied considerably between regions and ethnic groups.

In the 1700's, land was plentiful and labor scarce. Farmers often cared little for preserving the land, because it was easier to find new land than to try to restore worn out fields. Farmers were spread out across the land on individual farms; exhausted fields and virgin woodland stood next to cultivated fields.

Not all Americans farmed this way, however. Certain ethnic groups, like the Germans, remained closely-knit in the New World and brought with them careful farming methods, such as the use of manures. Old sections of New England kept a modified version of the European village.

Farmers usually produced nearly all their own food, but specialization had already appeared in areas with ready access to markets. New England produced much livestock and corn; the middle states grew a great deal of wheat as well as cattle; Maryland, Virginia, and North Carolina supplied tobacco, South Carolina and Georgia grew rice and indigo. Southerners were only beginning to try cotton.

The era of turnpike (tollroad) building took place during the first half century under the Constitution; the roads improved communication and commerce between the settlements, offering farmers better access to markets. For example, the first such turnpike, from Philadelphia to Lancaster, was opened in 1794.

The flour mills in Pennsylvania, Delaware, and Maryland were among the most advanced in the world. In 1780, Oliver Evans had invented a flour mill that operated automatically.

Farm labor was always scarce in America in relation to the amount of land available. Most farmers relied on family members to do all the work on the farm. The South developed its own distinctive form of agriculture—the plantation system—based on slave labor. Because of the labor shortage, Americans had an interest in adopting labor-saving technology, but in 1787 the

typical farmer still worked the way his ancestors had.

Most farmers did only haphazard rotating of crops, seldom fertilized, let their animals run loose, and showed little inclination to try new varieties of plants or livestock. Farm machinery was only beginning to be improved; farmers continued to use wooden plows pulled by oxen, which barely scratched the surface.

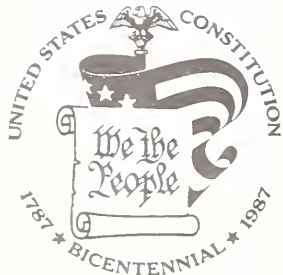
Nevertheless, efforts by leading farmers to improve agriculture were getting underway at the time of the Constitution. In 1785, the nation's first two agricultural societies were formed, the Philadelphia Society for the Promotion of Agriculture and the South Carolina Society for Promoting and Improving Agriculture and Other Rural Concerns.

Some of the nation's leading political figures were also leading agriculturalists. For example, Benjamin Franklin had sent back soybean seed when he was Ambassador to France in 1780, although it did not succeed as a major crop until over a century later. Among Thomas Jefferson's innovations was a moldboard plow based on scientific principles, which he invented in 1793. George Washington received a jackass in 1785 as a gift from the King of Spain, and began a conscious attempt to breed mules in 1786. The value of the mule as a work animal was soon recognized.

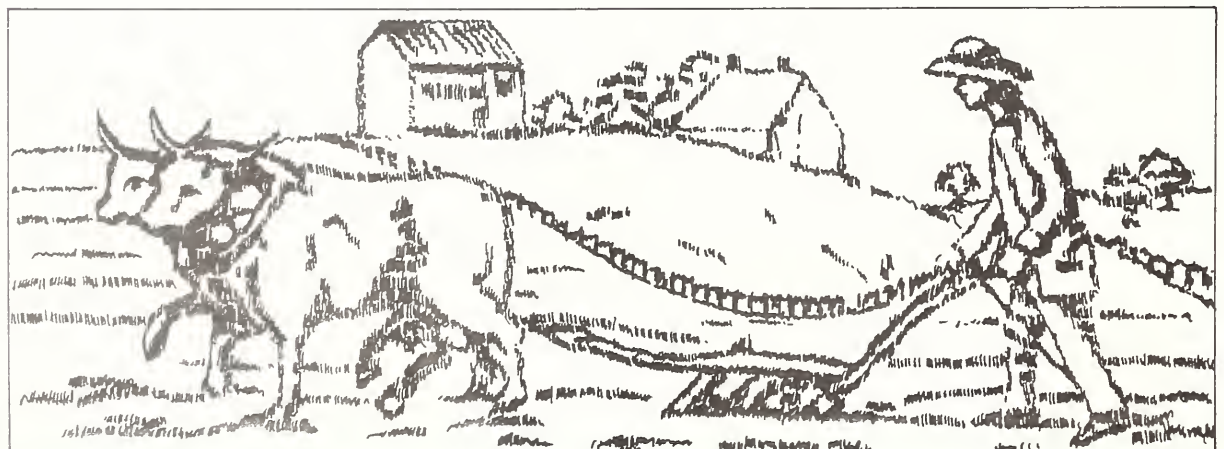
Information about agricultural practices began to reach a wider audience in this period. Jared Eliot of Connecticut, one of the earliest students of soil science and agriculture in general, had published his influential *Essays upon Field Husbandry in New England* between 1749 and 1759. This was followed by several other books on American agriculture, including Samuel Dean's *The New England Farmer* (1790), which became a standard text on American agriculture.

Finally, the *Old Farmer's Almanac* began publication at Sterling, Massachusetts in 1793, inaugurating a tradition of almanacs that provided farmers with useful hints on agricultural techniques.

This story is taken from the *Agriculture and the Constitution* teacher's kit.



In the 1700's, farm machinery was only beginning to be improved. Farmers continued to use wooden plows pulled by oxen, which barely scratched the surface.



Picture Perfect Ag Books!

continued from page 1

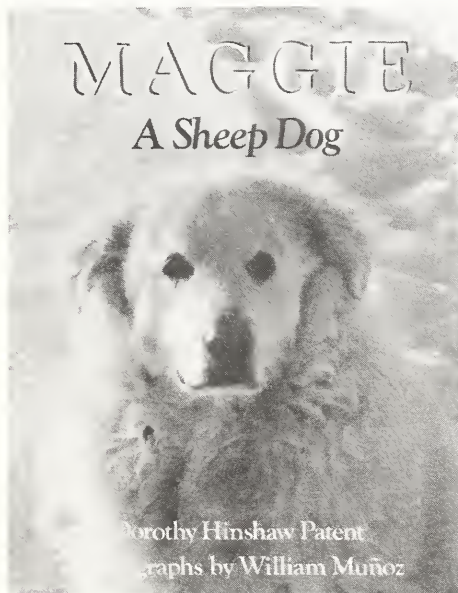
story about a weasel family. She teamed up with Munoz in 1980 for a book on horses, and the pair have been working together ever since. They have produced a series of horse books, as well as stories on crops, farm animals, cows and sheep. "Sheep are so photogenic!" she points out.

A lack of story material is never a problem, says Patent. "Different ideas for books often come out of the last idea," she explains. While working on a book about sheep, she met a guard dog named Maggie. "Oh boy, Maggie deserves a book of her own!" Patent remembers thinking. *Maggie, a Sheep Dog* was published the following year.

Patent and Munoz are currently working on a farm series, with a book on apples to be published in the fall. The story of flower farming is in the works. Other books they have already produced cover wheat and Christmas tree farming.

Patent, who lives in Missoula, Montana, enjoys producing books about agriculture. "It's really important for kids to see where their food comes from," she said. "Everybody's roots are really in the land."

The author enjoys the people she meets through her work. "We've met so many wonderful farmers, ranchers and farm kids. They are so busy and yet they'll give us hours and hours of their time to tell us about what they love most."



A PICTURE BOOK OF COWS

by Dorothy Hinshaw Patent photographs by William Munoz



Dorothy Hinshaw Patent, below, is always surrounded by new story ideas whenever she visits a farm.



Take Advantage of the AITC Library Guide

The AITC Library Guide To Books About Agriculture is now available. The guide lists over 350 books on subjects ranging from farm animals to windmills for grades K-6. Books suitable for readers in the primary grades are specially marked. Titles, authors and cataloging information is listed, as well as a short description of each book.

Order the Library Guide today, and help your students locate resources like *Maggie a Sheep Dog* and many other ag-ed books.

Single copies are available from the U.S. Department of Agriculture, Ag in the Classroom, Room 234-W, Washington, D.C. 20250, 202-447-5727. You may also contact your state coordinator listed on the back of this newsletter.

Ag in the Classroom — State Contacts

The individuals listed here are key reference persons in each state. If you have any questions, want to make reports, or need more information about your state's Ag in the Classroom program, contact the following:

- Alaska**
Mr. Mark A. Weaver
Division of Agriculture
Department of Natural Resources
P.O. Box 949
Palmer, Alaska 99645-0949
(907) 745-7200
- Alabama**
Ms. Jane Alice Lee
c/o Brenda Summerlin
Alabama Dept. of Agn. & Industries
P.O. Box 3336
Montgomery, Alabama 36193
(205) 261-5872 (Home: (205) 272-2611)
- Arizona**
Ms. Sue Whitsitt
4341 E. Broadway
Phoenix, AZ 85040
(602) 255-3355
- Arkansas**
Dr. Phillip Besonen
Center for Economic Education
GE 310
University of Arkansas
Fayetteville, Arkansas 72701
(501) 575-4209 or 575-2855
- California**
Mr. Mark Linder
California Farm Bureau
1601 Exposition Boulevard
Sacramento, California 95815
(916) 924-4380
- Colorado**
Ms. Helen Davis
Colorado Department of Agriculture
1525 Sherman Street
Denver, Colorado 80203
(303) 866-3561
- Connecticut**
Ms. Filf Scoufopoulos,
Chairperson
Windham County Conservation District
P.O. Box 112
Brooklyn, Connecticut 06234
(203) 774-0224
- Mr. David Nisely
Department of Agriculture
165 Capitol Ave., Room 234
Hartford, Connecticut 06106
(203) 566-3619 or 3671 or 4845
- Delaware**
Mr. Sherman Stevenson
Delaware Farm Bureau
233 South Dupont Highway
Camden-Wyoming, Delaware 19334
(302) 697-3183
- Florida**
Mr. Kelvin Robinson
Florida Dept. of Agriculture and Consumer Services
The Capitol
Tallahassee, Florida 32301
(904) 488-9780
- Georgia**
Ms. Louise Hill
Georgia Farm Bureau
2960 Riverside Drive
P.O. Box 7068
Macon, Georgia 31298
(912) 474-8411
- Hawaii**
Mr. Ken Kaihara
Yo-Tech Educational Specialist
Department of Education
941 Hind Iuka Drive, Room B24
Honolulu, Hawaii 96821
(808) 373-3477
- Idaho**
Mr. Rick Phillips
Idaho Department of Agriculture
P.O. Box 790
Boise, Idaho 83701
(208) 334-2718
- Illinois**
Ms. Sally Brooks
Illinois Farm Bureau
1701 Towanda Avenue
P.O. Box 2901
Bloomington, Illinois 61702-2901
(309) 557-2111
- Indiana**
Ms. Judy Carley
Indiana Farm Bureau
130 East Washington
P.O. Box 1290
Indianapolis, Indiana 46202
(317) 263-7830
- Iowa**
Ms. Sandy Teig
Iowa Department of Agriculture
Wallace Building
Des Moines, Iowa 50319
(515) 281-5952
- Kansas**
Mr. Steve Fisher
4-H and Youth Programs
Umberger Hall
Kansas State University
Manhattan, Kansas 66506
(913) 532-5800
- Kentucky**
Ms. Patty Blankenship
Kentucky Farm Bureau
120 South Hubbard Lane
Louisville, Kentucky 40207
(502) 897-9481
- Louisiana**
Ms. Mananne Burke
Louisiana Department of Agriculture
P.O. Box 44365
Capitol Station
Baton Rouge, Louisiana 70804
(504) 925-4856 or (504) 292-8262
- Ms. Barbara Ruth
Louisiana Farm Bureau Federation
P.O. Box 95004
Baton Rouge, Louisiana 70895-9004
(504) 922-6200
- Maine**
Mr. Chaitanya York
Maine Department of Agriculture
Food and Rural Resources
State House, Station 28
Augusta, Maine 04333
(207) 289-3511
- Maryland**
Mr. Jack Matthews
Maryland Farm Bureau
8930 Liberty Road
Randallstown, Maryland 21133
(301) 373-1054
- Massachusetts**
Ms. Marjorie A. Cooper
Massachusetts Ag in the Classroom
P.O. Box 141
Springfield, Massachusetts 01102
(617) 892-3720
- Michigan**
Dr. Eddie Moore
Michigan State University
East Lansing, Michigan 48824
(517) 355-6580
- Minnesota**
Mr. Alan Withers
Minnesota Department of Agriculture
90 W. Plato Boulevard
St. Paul, Minnesota 55107
(612) 296-6688
- Mississippi**
Ms. Helen Jenkins
Mississippi Farm Bureau
P.O. Box 1972
Jackson, Mississippi 39205
(Street: 6310 I-55 N, Jackson, MS 39211)
(601) 957-3200
- Missouri**
Ms. Diane Olson
Missouri Farm Bureau
P.O. Box 658
Jefferson City, Missouri 65102
(314) 893-1400
- Montana**
Ms. Betty Jo Malone
RR 2, Box 204
Choteau, Montana 57422
(406) 466-2597
- Nebraska**
Ms. Ellen M. Hellerich
University of Nebraska
302 Ag Hall
Lincoln, Nebraska 68583-0709
(402) 471-2360
- Ms. Ilene Reed
Nebraska's AITC Program
302 Ag Hall
Lincoln, Nebraska 68583-0709
(402) 471-2360/4876
- Nevada**
Mr. Ben Damonte
12945 Old Virginia Road
Reno, Nevada 89511
(702) 853-5696
- New Hampshire**
Ms. Susan Robertson
New Hampshire Farm Bureau Federation
RD 10, Box 344-D
Concord, New Hampshire 03301
(603) 224-1934
- New Jersey**
Ms. Cindy K. Efron
Coordinator of Agricultural Development
State of New Jersey
Department of Agriculture
CN 330
Trenton, New Jersey 08625
(609) 292-8897 or 633-7463
- New Mexico**
Mr. E.G. Blanton
New Mexico Farm & Livestock Bureau
421 N. Water
Las Cruces, New Mexico 88001
(505) 526-5521
- New York**
Ms. Betty Wolanyk
New York State College of Agriculture and Life Sciences
Cornell University
24 Roberts Hall
Ithaca, New York 14853-5901
(607) 877-8122
- North Carolina**
Ms. Nancy E. Facey
North Carolina Farm Bureau
P.O. Box 27766
Raleigh, North Carolina 27611
(919) 782-1705
- North Dakota**
Ms. Marion Peterson
North Dakota Department of Agriculture
State Capitol
Bismarck, North Dakota 58505
(701) 224-2231
- Ohio**
Ms. Judy Roush
11278 Darby Creek Road
Onent, Ohio 43146
(614) 877-9686
- Oklahoma**
Ms. JoDahl Theimer
Oklahoma Department of Agriculture
2800 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105
(405) 521-3868
- Dr. Paul Czarniecki
Room 102C, Animal Husbandry
Oklahoma State University
Stillwater, Oklahoma 74078
- Oregon**
Mr. Phil Ward
635 Capitol St., NE
Salem, Oregon 97310-0110
(503) 378-3810
- Pennsylvania**
Ms. Carolyn Holleran
R.D. 9, Box 9175
Reading, Pennsylvania 19605
(215) 779-7111
- Mr. Richard Prether
Pennsylvania Farmers Association
Box 736
Camp Hill, Pennsylvania 17011
(717) 761-2740
- Rhode Island**
Ms. Carol Stamp
219 Comstock Parkway
Cranston, Rhode Island 02920
(401) 942-7593
- South Carolina**
Coordinator, Ag in the Classroom
Rutledge Building
S.C. Department of Education
Columbia, South Carolina 29201
(803) 734-8366
- South Dakota**
Mr. Alan Den Ouden
2819 E. Kay Street
Pierre, South Dakota 57501
(605) 224-1583
- Tennessee**
Mr. Bobby Beets
Tennessee Farm Bureau
Box 313
Columbia, Tennessee 39401
(615) 388-7872
- Texas**
Ms. Leisa Boley, Project Director
Ag in the Classroom
2914 Altonshire Way, Apt. 18106
Austin, Texas 78748
(512) 282-1992
- Utah**
Ms. Anna Fletcher Jensen
Information Specialist
Utah Department of Agriculture
350 North Redwood Road
Salt Lake City, Utah 84116
(801) 533-4104
- Vermont**
Dr. Gerald Fuller
University of Vermont
Agricultural Engineering Building
Burlington, Vermont 05405-0004
(802) 256-2001
- Ms. Megan Camp
Shelburne Farms
Shelburne, Vermont 05482
(802) 985-8686
- Virginia**
Ms. Jean Guthrie
Public Affairs Department
Virginia Farm Bureau Federation
P.O. Box 27552
Richmond, Virginia 23261
(804) 225-7534
- Washington**
Ms. Julie Sandberg
Washington State Department of Agriculture
406 General Administration Building
AX-41
Olympia, Washington 98504
(206) 586-2195
- West Virginia**
Mr. William Aiken
West Virginia Farm Bureau
Route 3, Box 156-A
Buckhannon, West Virginia 26201
(304) 472-2080
- Wisconsin**
Mr. Tom Lochner
Wisconsin Farm Bureau
P.O. Box 5550
7010 Mineral Point Road
Madison, Wisconsin 53705
(608) 833-8070
- Wyoming**
Ms. Linda Hamilton
Box 73
Hyattsville, Wyoming 82428
(307) 469-2272
- Guam**
Dr. R. Muniappan
College of Agri. & Life Sciences
University of Guam
Mangilao, Guam 96923
(617) 734-3113
- Virgin Islands**
Mr. Eric L. Bough
Assistant Commissioner
Department of Economic Development and Agriculture
St. Croix, Virgin Islands 00850
(809) 778-0991

Ag in the Classroom Notes
Room 234-W
U.S. Department of Agriculture
Washington, D.C. 20250 - 2200